

Fall 8-15-2009

ENG 1001G-011-019-041: Composition and Language

J Brown
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_fall2009



Part of the [English Language and Literature Commons](#)

Recommended Citation

Brown, J, "ENG 1001G-011-019-041: Composition and Language" (2009). *Fall 2009*. 15.
http://thekeep.eiu.edu/english_syllabi_fall2009/15

This Article is brought to you for free and open access by the 2009 at The Keep. It has been accepted for inclusion in Fall 2009 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

1001G-011
-019
-041

**Fall 2009
English 1001G**

Instructor: Mr. Brown Office: McAfee 1125
Phone: 581-7011 Email: jlbrown8@eiu.edu
Office Hrs: 12:30-2:00 p.m., M-W-F

Required Texts:

The Little Brown Handbook (LBH) 11th Edition
The Contemporary Reader (TCR) by Gary Goshgarian
The Allyn & Bacon Guide to Writing (A&B) by Ramage, Bean, and Johnson

Course Description:

This course is designed to help motivated students to become more discerning and critical readers and thinkers, more informed citizens, and more articulate and effective speakers and writers. The course requires reading and writing expository and argumentative prose and carrying out responsible research. Designated "writing-centered," the course focuses on written expression as a major learning activity and the primary basis of evaluation. (For information on criteria, refer to "Guidelines for Evaluating Writing Assignments in EIU's English Department.")

Course Goals:

After taking this course students should be able to

- generate effective compositions using various methods for critical thought, for the development of ideas, for the arrangement of those ideas to achieve a specific rhetorical goal, for the application of an appropriate style, and for revision and editing;
- demonstrate understanding of the ways that language and communication shape experience, construct meaning, and foster community;
- analyze and describe rhetorical contexts and use such descriptions to increase the efficacy of communicative acts;
- analyze and use the forms and conventions of academic writing, particularly the forms and conventions of analytical writing;
- produce texts that demonstrate an understanding of how purpose, process, subject matter, form, style, tone, and diction are shaped by particular audiences and by specific communicative constraints and opportunities;
- understand the importance of research to writing, explain the kind of research required by different kinds of writing, and compose effective texts by judiciously using field research, library resources, and sources retrieved from electronic media;
- employ critical reading and listening as forms of invention;
- efficiently compose reading and lecture notes that are concise and clear;
- synthesize different and divergent information, using the integration of information from multiple sources to engage in critical discourse;
- use Edited American English appropriately.

Attendance Policy:

Regular attendance, punctuality, preparation, and participation are expected of all students. The only acceptable reasons for missing class are: 1) illness; 2) death in the family; 3) religious holiday; 4) officially organized, documented university event. In order to deal with unforeseen emergencies, you are allowed to miss up to four class meetings (the equivalent of one and a half weeks of class) without excuse. Any additional absences will, however, be penalized at a rate of one letter grade per class meeting; any student who is absent for more than seven classes will earn a NC for the course. Do not ask if class will be dismissed early. The answer is no.

Academic Honesty

All written work (papers, exams, tests, quizzes) must be original and independent. Do not resort to prefabricated papers and research materials found on the net. Please make sure that you understand the meaning of plagiarism and the policy of the English Department: Any teacher who discovers an act of plagiarism--"the appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of the grade of F for the course, as well as to report the incident to the university's Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

Late Work and Assignments

I accept late assignments ONLY in the case of excused absences (work for other absences may be submitted in advance if pre-approved). While I don't accept late work, I will grant extensions under certain circumstances. You must speak with me in advance of the due date to receive an extension – that means, don't come to class on the due date and expect to be given more time. Extensions are handled on a case-by-case basis, so I urge you to speak with me a.s.a.p. if you realize you may not have an assignment finished on time. Otherwise, late assignments receive no credit. This includes instances of computer, CD, jump drive, and/or printer problems. Make a back-up copy of all coursework and leave yourself plenty of time before class to print assignments.

Assignments are to have been completed by class time on the date for which they appear on the syllabus. The book(s) in which the day's assignments are contained should be brought to class. Students are responsible for all material covered in class and all announcements or assignments made in class as well as for all assignments on the syllabus. Work turned in late with clearance will be penalized, usually at the rate of 10% per day, including weekends. Any lateness may delay the grading and return of the paper. Keep a hard and electronic copy of every paper you hand in and never throw away any work from class.

Exams and Quizzes: There will be no opportunities to make up a missed exam or quiz other than in cases of documented excused absences; (signing in at Health Service does not constitute documentation of a medical emergency). Unannounced quizzes on assigned material may be given at any time.

Papers must be typed (double-spaced) and printed in black on 8.5 x 11 paper. Margins should be one inch on all sides. Each paper must include student's name, the title of the paper, and course number. Papers must be stapled with the pages in the correct order. Page numbers must be used on all papers. Only papers that are neat and in correct form can be accepted.

Documentation: Use the current MLA system to cite both primary and secondary sources used in your papers. The system is fully explained and illustrated in *The Little Brown Handbook* and other current handbooks. Inform yourself about documentation conventions for electronic media information and materials. All such materials must be documented and citation forms are illustrated in recent handbooks; go to the Writing Center for assistance. Electronic-media materials must be evaluated for quality at least as scrupulously as print materials. Please remember that you must absorb and process all materials: downloading is not research.

General Course Policies

Turn off cell phones, iPods, and any other electronic devices before class begins. I reserve the right to ask you to leave for the day if your cell phone disrupts class. Anyone found text messaging or tweeting during class will be asked to leave and counted absent. You will not need a laptop for class and are not allowed

to open one in class. Do not check email while in a computer class. If you are caught you will be asked to leave and you will receive an absence.

Take advantage of my open door policy. If you're having difficulty with any aspect of the course, please come see me as soon as the problem arises. In addition to my office hours, I'm happy to make appointments with you at other times if needed. Don't suffer in silence; talk to me, and we'll see if we can work out a solution.

Required Conferences:

At a few strategic points in the semester, I will cancel class in order to hold conferences with you and your classmates on particular writing projects. You are required to attend your chosen conference time; the course attendance policy applies to conference days.

Students with Documented Disabilities

If you have a documented disability and wish to receive academic accommodation, please note that arrangements must be made through the Office of Disability Services; you should, therefore, contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Coursework: You are expected to complete the following coursework.

<u>Assignment</u>	<u>% of Course Grade</u>
Grammar Test	10
First Paper (Literacy Narrative)	20
Second Paper (Advertisement Analysis)	20
Writer's Notebook & Quizzes (Hand in twice)	10/10
Final Research Paper (Researched Academic Argument)	20
Final Exam	10

Course Outline

I. Diagnostic Essay

II. Introductions

A. Syllabus

B. Course Guidelines

III. Notebook Assignments (throughout)

IV. Grammar Quiz

V. Writing Process

A. Conception & Prewriting

B. Rewriting & Editing

VI. Breaking Down Essays (throughout)

A. Parts of Essays.

B. Types of Essays.

VII. First Essay

VIII. Second Essay

IX. Final Essay

X. Final Exam

DAILY SCHEDULE
Fall 2009 - English 1001

Instructor: Mr. Brown
Phone: 581-7011
Office Hrs: 12:30-2:00 PM, MWF

Office: McAfee 1125
Email: jlbrown8@eiu.edu

The following is subject to deletion and expansion based on our progress. Updates will be provided via WebCT.

Week One: 8/24-28

MON/ Aug. 24

Lesson: Diagnostic Test. Log on to WebCT.

WED/ Aug. 26

Lesson: Class Introductions and Expectations.

Have Read: 1) Printed out Course Guidelines and Syllabus.

Have Written: 1) Writer's Notebook Exercise #1.

FRI/ Aug 28

Lesson: Grammatical Sentences & Clear Sentences

Have Read: 1) LBH Part 3 & 4.

Have Written: 1) Writer's Notebook Exercise #2: Write two to three paragraphs in which you discuss any or all grammatical problems that you have in your writing.

Week Two: 8/31-9/4

MON/ Aug. 31

Lesson: High/Low Exercise.

Have Read: 1) Guidelines Literacy Narrative Paper (WebCT). 2) High/Low Point Exercise (WebCT). 3) LBH pages 2-15.

Have Written: 1) WN #3 High/Low Point Exercise

WED/ Sept. 2

Lesson: **Grammar Test**

Have Read: 1) A&B Chapter 2, paying particular attention to pgs. 29-32. 2) Brainstorming

Handouts & Essay.

Have Written: 1) WN # Brainstorming with High/Low Handout

FRI/ Sept. 4

PLEASE NOTE: Deadline to Drop Hours and Not Be Charged and Deadline to Drop a Course with No Grade is 4 P.M.

Lesson: Elements of an Essay & Brainstorming. Topic Pre-approval Deadline.

Have Read: 1) A&B Chapter 1. 2) Narrative Essay. 3) Elements of an Essay (WebCT)

Have Written: 1) WN # Choose One High/Low Point Exercise and Extend.

Week Three: 9/7-11

MON/ Sept. 7 -- NO CLASS: Labor Day Observance

WED/ Sept. 9

Lesson: Plot/Focus & Theme Perspectives due.

Have Read: 1) A&B Chapter 7, paying particular attention to pgs. 160-164. 2) TCR Essay page 511. 3) WebCT Essay: "Theme: What's your point".

Have Written: 1) WN# Extend the Focal Scene.

FRI/ Sept. 11

Lesson: Narration, Plot, & Tension.

Have Read: 1) A&B Chapter 12. 2) TCR Essay page 69. 3) WebCT Essay: "Creating Structure" by Stephen Minot.

Have Written: 1) WN# Discuss your narration: flashbacks, flash-forwards, transitions, climax, and extension to the Focal Scene.

Week Four: 9/14-18

MON/Sept. 14

Lesson: Characterization

Have Read: 1) A&B Chapter 17. 2) WebCT Essay: "Indian Education" by Sherman Alexie.

Have Written: 1) WN# Tell me how you are creating empathy for your well-developed characters and how you use dialogue, thoughts, feelings, anecdotes, summary, flashbacks, flash-forwards, parallelisms, differences to tell the story.

WED/ Sept. 16

Lesson: Style, Tone, Voice.

Have Read: 1) A&B Chapter 4. 2) LBH pages 502-510. 3) WebCT Essay: "Literary Concerns: Style, Tone, Suggestions" by Stephen Minot.

Have Written: 1) WN# Tell me how you use of Style, Tone, Word Choice to present information in an interesting manner and maintain the reader's interest.

FRI/ Sept. 18

Lesson: Writer as Observer,

Have Read: 1) A&B Chapter 5. 2) WebCT Essay:

Have Written: 1) Edit version Focal Scene with revised detail description.

Week Five: 9/21-25

MON/ Sept. 21

Lesson: Junk Words & Editing.

Have Read: 1) A&B Chapter 6. 2) LBH pages 511-522.

Have Written: 1) Complete draft of paper from beginning to end.

WED/ Sept. 23

Lesson: Peer Review

Have Read: 1) A&B Chapter 19 & page 164. 2) LBH pages 523-530.

Have Written: 1) WN# Self Peer Review.

FRI/ Sept. 25

Lesson: Go over one-page magazine advertisements.

Bring in a one-page magazine advertisement.

Have Read: 1) Guidelines for the Advertisement Analysis Paper.

Have Written: 1) **Literacy Narrative Paper Due**

Week Six: 9-28/10/2

MON/ Sept.28

Lesson: 15 Basic Appeals & Audience

Have Read: 1) A&B Chapter 3. 2) LBH pages 216-229. 3) WebCT Essay: "Advertising's Fifteen Basic Appeals" by Jib Fowles.

Have Written: 1) Complete Magazine Analysis worksheet (WebCT). 2) WN# Write highly detailed one-age description of your advertisement.

WED/ Sept. 30

Lesson: Layout & Color.

Have Read: 1) TCR pages 88-89, 121. 2) WebCT Essay: "Elements of Effective Layout" by Dorothy Cohen. 3) TCR pages 145-154.

Have Written: 1) WN# Find as many of “Advertising’s 15 Basic Appeals” in your ad as you can. 2) WN# Tell me how the ad is using the appeals. 3). WN# write highly detailed description of the audience for your ad.

FRI/ Oct. 2

Lesson: Copy & Models.

Have Read: 1) A&B Chapter 11. 2) TCR pages 135-145. 3) WebCT Essay: “Making the Pitch in Print Advertising” by Bovee, Thill, Dovel, and Wood.

Have Written: 1) WN#: Write highly detailed description including its layout. 2) WN# Write highly detailed description of the use of color in your ad.

Week Seven: 10/5-9

MON/ Oct. 5

Lesson: Advertisement Analyses.

Have Read: 1) TCR pages 35-41 & 111-117 & the ads between pages 130-131.

Have Written: 1) WN#: Write highly detailed description of the Copy in your ad. 2) WN# Write highly detailed description of Models in your ad.

WED/ Oct. 7

Lesson: In Class Group Work

Have Read: 1) Essay (WebCT).

Have Written: 1) Work on your paper. 2) WN# Group Work. 3) **Writers Notebook Due**

FRI/ Oct. 9 – NO CLASS: Fall Break

Week Eight: 10/12-16

MON/ Oct. 12

Lesson: In Class Group Work

Have Read: 1) Essay (WebCT).

Have Written: 1) Work on your paper. 2) WN# Group Work Follow Up.

WED/ Oct. 14

MIDTERM

Lesson: Peer Review

Have Read: 1) Essay (WebCT).

Have Written: 1) Paper for Peer Review - 10% of the paper’s grade.

FRI/ Oct. 16

Lesson: Discuss Researched Academic Argument & Annotated Bibliography.

Have Read: 1) Researched Academic Argument Guidelines. 2) Annotated Bibliography Guidelines for your final paper.

Have Written: 1) **Advertisement Analysis Paper Due**

Week Nine: 10/19-23

MON/ Oct. 19

Lesson: Annotated Bibliography.

Have Read: 1) A&B Chapter 8. 2) WebCT Essay:

Have Written: 1) WN#

WED/ Oct. 21

Lesson: Informative Essay

Have Read: 1) A&B Chapter 9. 2) WebCT Essay:

Have Written: 1) WN#

FRI/ Oct. 23

Lesson: Analyzing Field Research Data

Have Read: 1) A&B Chapter 10. 2) WebCT Essay:

Have Written: 1) WN#

Week Ten: 10/26-30

MON/ Oct. 26

Lesson: Analyzing and Synthesizing Ideas

Have Read: 1) A&B Chapter 13. 2) TCR pages 62-65.

Have Written: 1) WN#. Pre-approved Topic Proposal.

WED/ Oct. 28

Lesson: Classical Argument.

Have Read: 1) A&B Chapter 14. 2) LBH pages 196-215. 3) WebCT Essay:

Have Written: 1) WN#

FRI/ Oct. 29

Lesson: Making an Evaluation.

Have Read: 1) A&B Chapter 15. 2) LBH pages 196-215. 3) TCR pages 226-232.

Have Written: 1) WN#

Week Eleven: 11/2-6

MON/ Nov. 2

Lesson: Proposing a Solution.

Have Read: 1) Chapter 16. 2) WebCT Essay:

Have Written: 1) WN#

WED/ Nov. 4

Lesson: Composing & Revising

Have Read: 1) A&B Chapter 18. 2) TCR pages 478-480.

Have Written: 1) WN#

FRI/ Nov. 6

Lesson: Library Day.

Have Written: Annotated Bibliography Due

Week Twelve: 11/9-13

MON/ Nov. 9

Lesson: Asking Questions, Finding Sources.

Have Read: 1) A&B Chapter 20. 2) TCR pages 348-352.

Have Written: 1) WN#

WED/ Nov. 11

Lesson: Evaluating Sources.

Have Read: 1) A&B Chapter 21. 2) LBH pages 589-625.

Have Written: 1) WN#

FRI/ Nov. 13

Lesson: Incorporating Sources.

Have Read: 1) A&B Chapter 22. 2) LBH pages 561-588. 3) WebCT Essay:

Have Written: 1) WN#

Week Thirteen: 11/16-20

MON/ Nov. 16

Lesson: Citing and Documenting Sources.

Have Read: 1) A&B Chapter 23. 2) LBH pages 644-690.

Have Written: 1) WN#

WED/ Nov. 18

Lesson: Peer Review

Have Read: 1) WebCT handout.

Have Written: 1) Paper for Peer Review - 10% of paper's final grade

FRI/ Nov. 20

Have Written: 1) Researched Academic Argument Paper Due

Week Fourteen: 11/23-27

NOVEMBER THANKSGIVING BREAK

Week Fifteen: 11/30-12/4

MON/ Nov. 30

Lesson: Rewrites Possibilities

Have Read: 1) WebCT Essay.

Have Written: WN#

WED/ Dec. 2

Lesson: Essay Examinations

Have Read: 1) A&B Chapter 24.

Have Written: WN#

FRI/ Dec. 4

Lesson: Reflective Essays

Have Read: 1) A&B Chapter 25.

Have Written: 1) WN#

Week Sixteen: 12/7-11

MON/ Dec. 7

Lesson: Semester Review

Have Written: 1) Writers Notebook Due

WED/ Dec. 9

Lesson: Finals Exam Review

FRI/ Dec. 11

Lesson: Review for Final Exam. Grade Calculations.

Week Seventeen: 12/14-18

FINAL EXAMS:

ENG 1001G – 011

Tuesday, Dec. 15 (8:00-10:00 am)

ENG 1001G – 019

Tuesday, Dec. 15 (10:15 am-12:15 pm)

ENG 1001G – 041

Wednesday, Dec. 16 (2:45-4:45 pm)